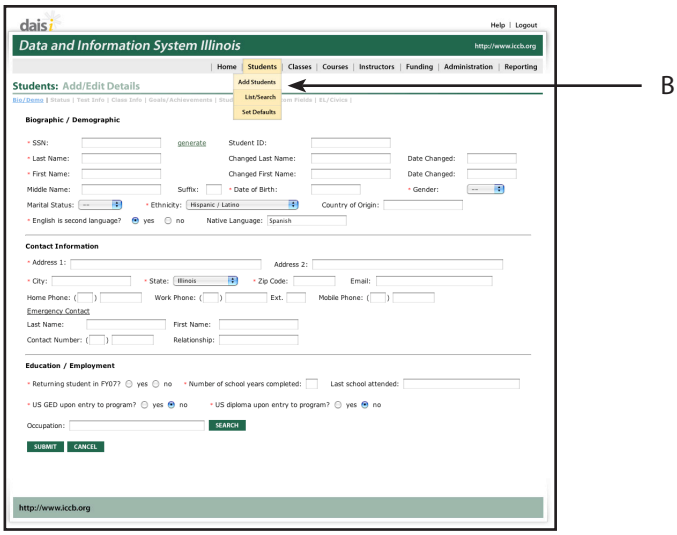
There are three functions provided under the ***Students*** tab – Add Students, List/Search, and Set Defaults.

A. Students Tab

ADD STUDENTS

Students are added by entering the appropriate required biographic/ demographic data after selecting the ***Add Student*** link from the menu under the ***Students*** tab.



B. Add Students Option in Drop-down Menu

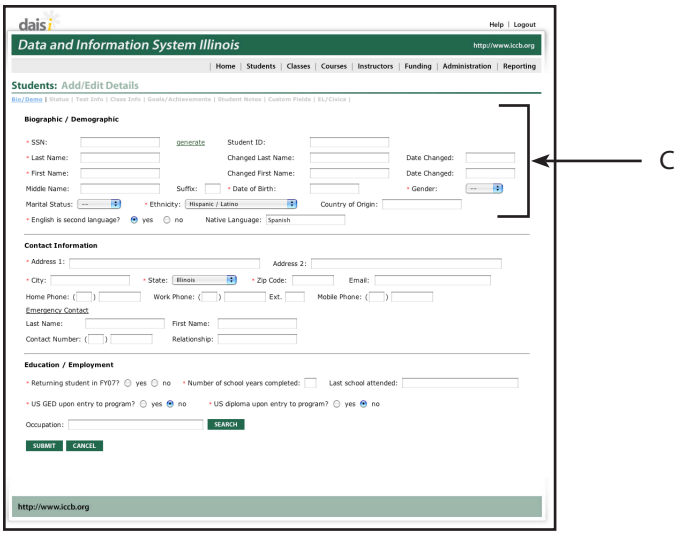
Student information is divided into sections to help streamline the data entry process. Default values can be set for fields to avoid repetitive data entry. Setting student defaults is discussed later in this section.

Required fields are marked with a red asterisk (*). Fields marked with a blue asterisk (*) are required if they are applicable to the individual student.

Bio/Demo

Biographic/Demographic

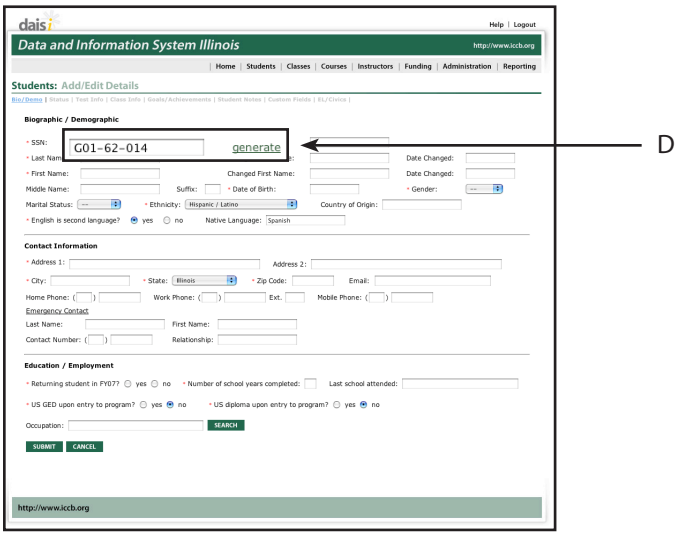
All available information should be added for each student. Required fields are denoted with a red asterisk (*).



C. Biographic/Demographic Section

If the student has a valid social security number, it is important to enter it here, to allow the student's achievements to be captured via statewide data matching. If none is available then one can be generated by clicking on the generate link next to the input box. This generated number will be a combination of alpha and numeric characters and will be unique for each student.

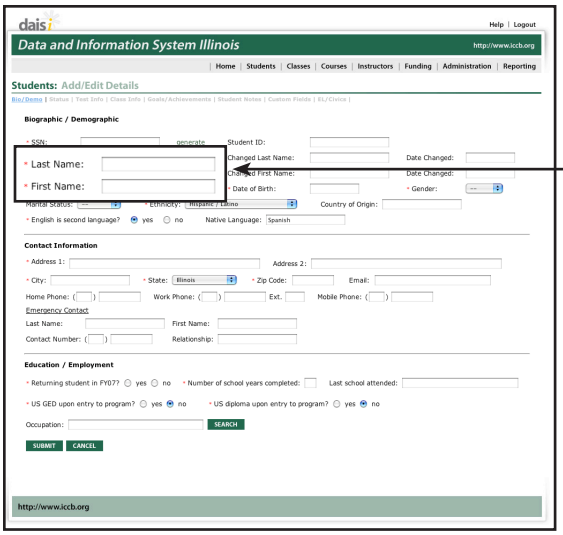
Student ID can be entered for programs who assign Student ID numbers.



D. Generate Field/Link

Last name and first name are text fields. Changed last name can be used in cases where the last name of the student is changed. Keep the original last name as it is and enter the changed last name with a date to identify when the change was made. Enter the date that the change was made.

Enter date of birth – no separators are needed since they will be entered for you by the system. The date format is mm/dd/yyyy.

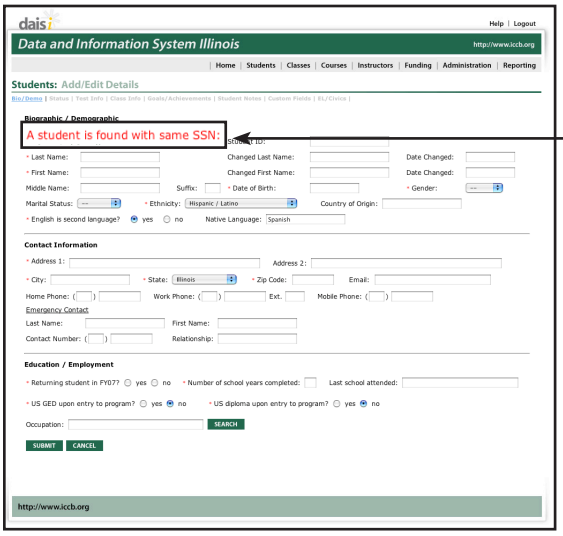


E. Last Name and First Name Fields

The system will check for duplicates as you tab through social security number, last name and birth date. A warning message will be displayed if a duplicate is found.

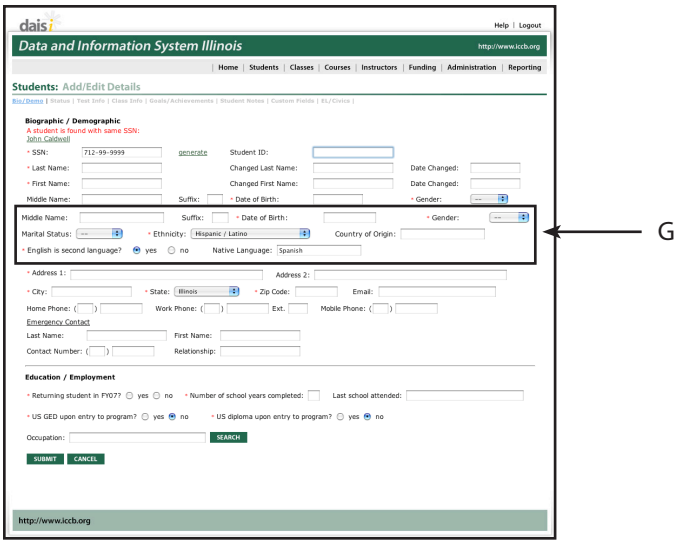
Click on the link provided below the duplicate message to review the details of the duplicate student record.

NOTE: The system will not allow two records with identical SSN fields.



F. Duplicate Warning Message

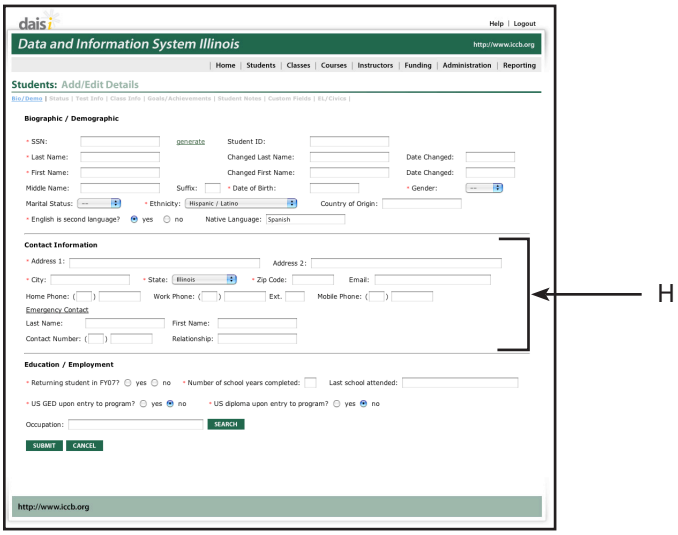
Select gender, marital status (optional), and ethnicity from the drop-down lists provided. Country of origin and native language can be recorded for students, when applicable and if desired.



G. Additional Biographic/Demographic Fields

Contact Information

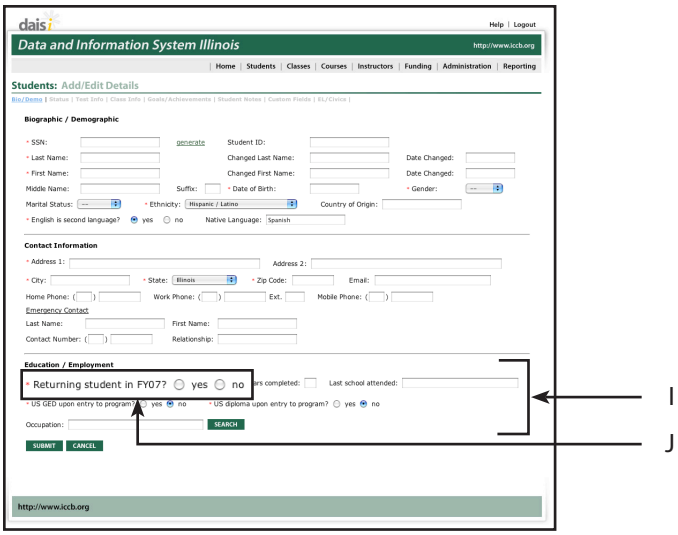
Address information is required for each student, while phone numbers, email addresses, and emergency contact information are optional.



H. Contact Information Section

Education/Employment

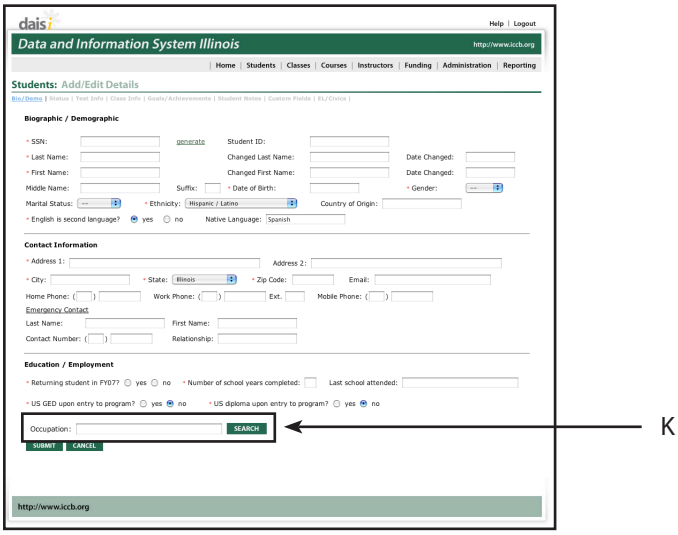
Supply the answers to the questions, paying careful attention to the required ones. The question related to "returning student in FY07" will only be used for the first year of deployment. This will indicate if a student history/archive is present within the STAIRS system. The system default answer is set to "no," however, students imported from STAIRS will have a default answer set to "yes" as data is imported.



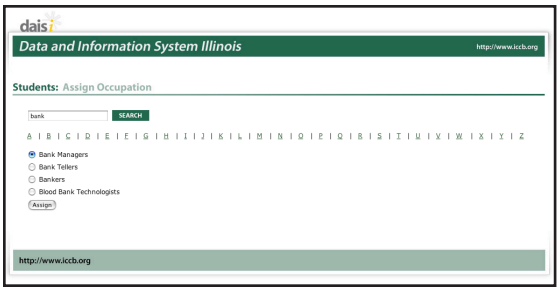
I. Education/Employment Section
J. Returning Students Radio Button

Last school attended and Occupation are optional fields. To find an Occupation in the list, click the ***SEARCH*** button to the right of the Occupation field. A new window will appear with a search box and an option to list all occupations starting with a specific letter.

Type in the keyword and click the ***SEARCH*** button. A list of occupations containing the keyword will be displayed. To assign an occupation to the student, select the radio button to the left of the occupation title and click ***Assign*** at the bottom of the screen. The window will close and return to the Add Student screen where the occupation is entered.

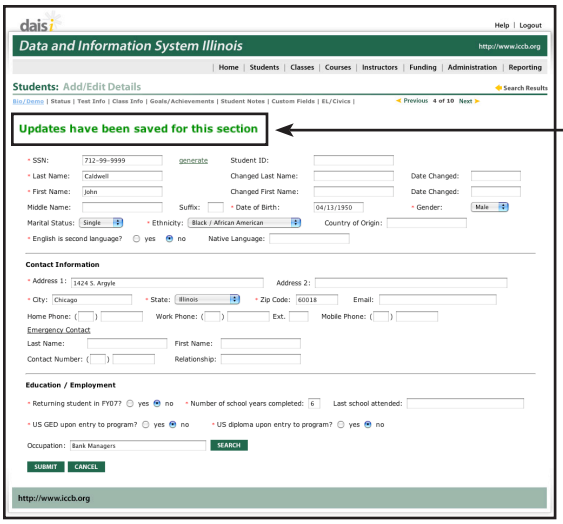


K. Occupation Field



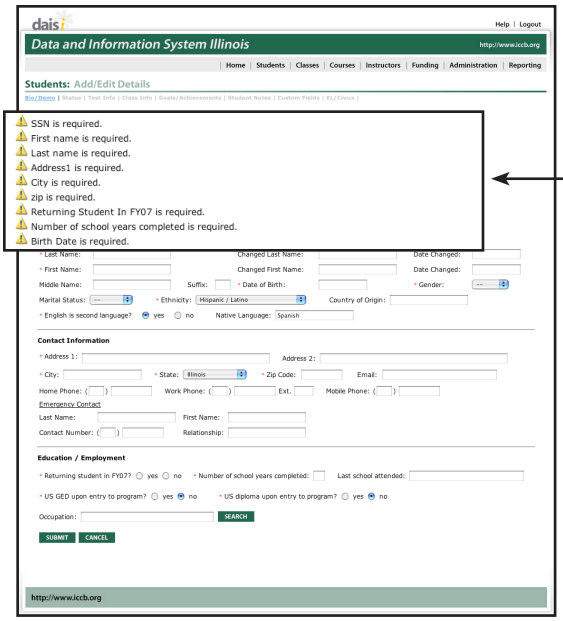
When all of the data has been entered, click on the ***SUBMIT*** button to save.

If the information is saved successfully, a green success message will be displayed.



L. Updates Saved Message

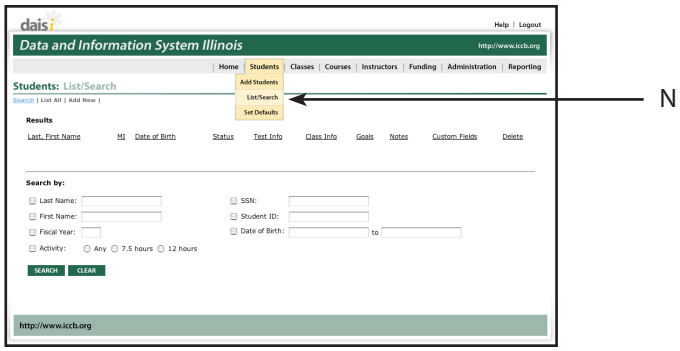
If there are errors or issues with the data entered, an error message will be displayed so that information can be corrected.



M. Error Messages

LIST/SEARCH STUDENTS

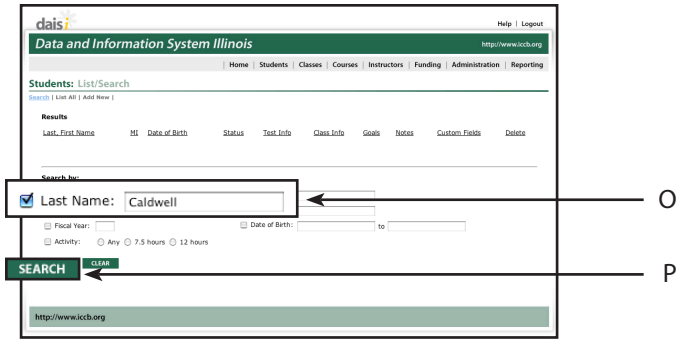
To access the Student List/Search screen, select the ***List/Search*** option from the menu under the ***Students*** tab.



N. List/Search Option in Drop-down Navigation

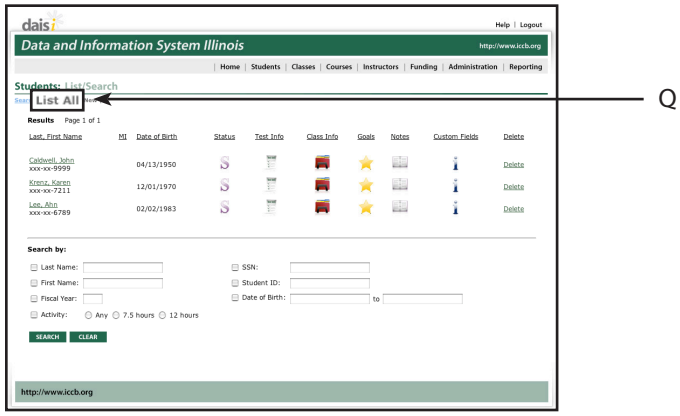
The ***List/Search*** feature for students operates similar to the other list/search features in the system. Searches can be run on any of the fields listed by marking the field with a check and entering the text to search for in the text box.

To search on a specific field, such as last name, click on the box in front of last name and type the first letter of the name to search for and click ***SEARCH***.



O. Last Name Field
P. Search Button

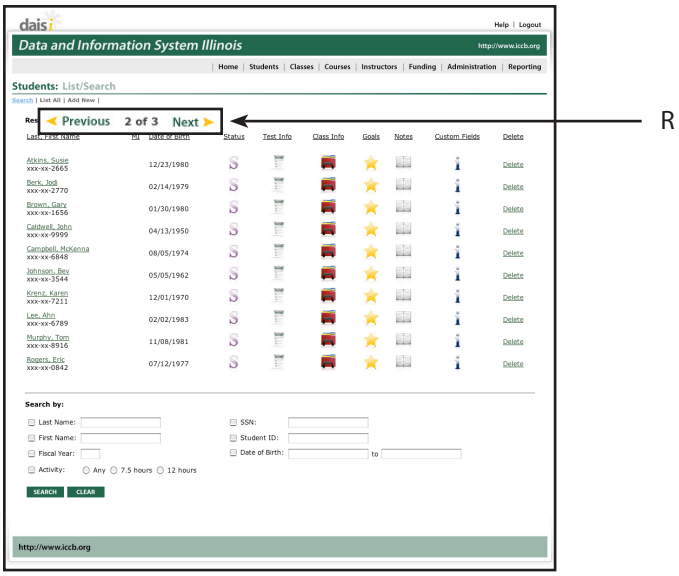
If no search criteria are desired, click on ***List All*** and a list of all students will be displayed.



Q. List All Link

The students matching the selected criteria will appear in list form on the page. The students are listed in alphabetical order by last name and the results are broken up into lists of ten students each. To view the next ten students in the list, click the next link at the top of the screen.

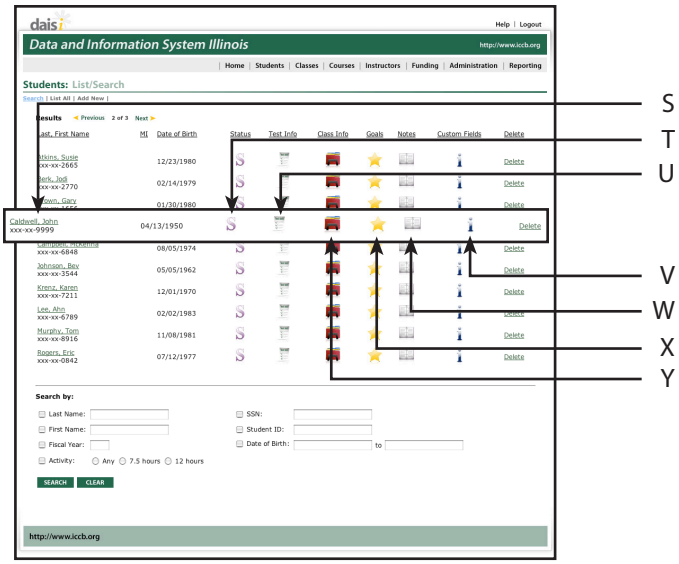
The search criteria are listed at the bottom of the screen and the list can be refined by altering search criteria and clicking the ***SEARCH*** button again.



R. Previous and Next Links

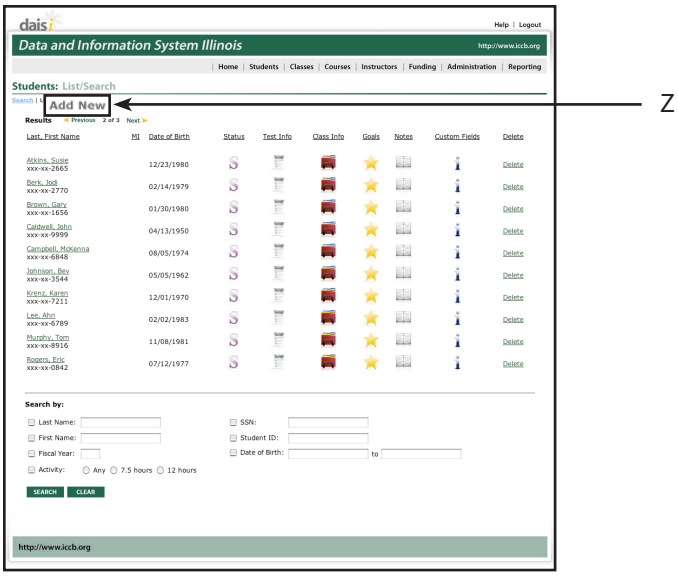
Clicking on the name link of the student will bring up the student's record for review and editing. Each of the icons to the right of the student's name are quick links directly to the indicated page of the student record.

Students may be deleted directly from the search list by selecting Delete.



S. Bio/Demo Link
T. Status Link
U. Test Info Link
V. Custom Fields Link
W. Notes Link
X. Goals Link
Y. Class Info Link

If the student is not located when searching, a new student can be added to the system by selecting ***Add New*** from the Students sub-menu.



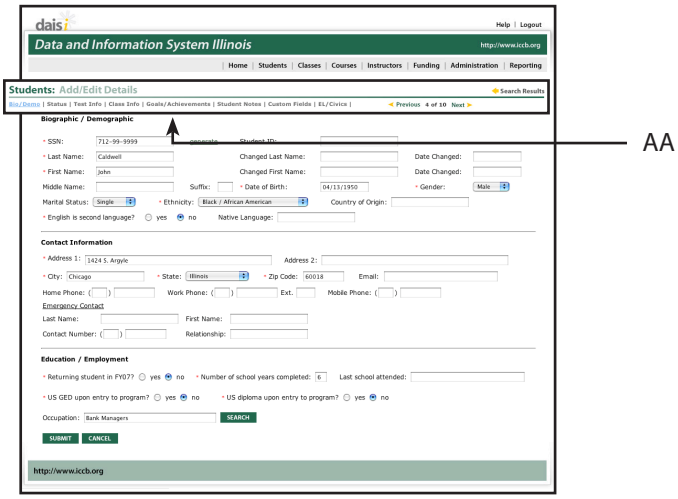
Z. Add New Link

EDIT STUDENTS

Clicking on a student name from the Student List/Search page provides the ability to edit an existing student. The edit student display provides additional navigation options as well.

Student Section Links

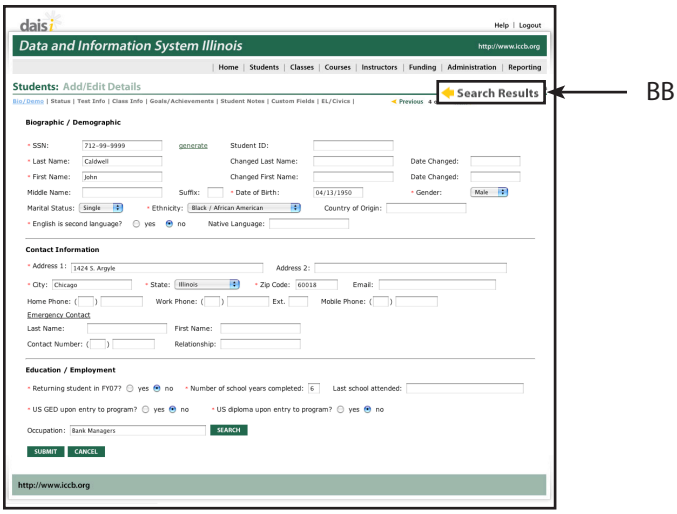
The student records are split into multiple screens for ease of data entry. Each section is accessible via sub-navigation links located directly below the 'Students: Add/Edit Details' graphic. Click on a link to view the selected section of student data.



AA. Student Section Links

Return to Search Results

To the right of the "Students: Add/Edit Details" graphic is an option to return directly to the search results display. This option is accessible from all student data screens.



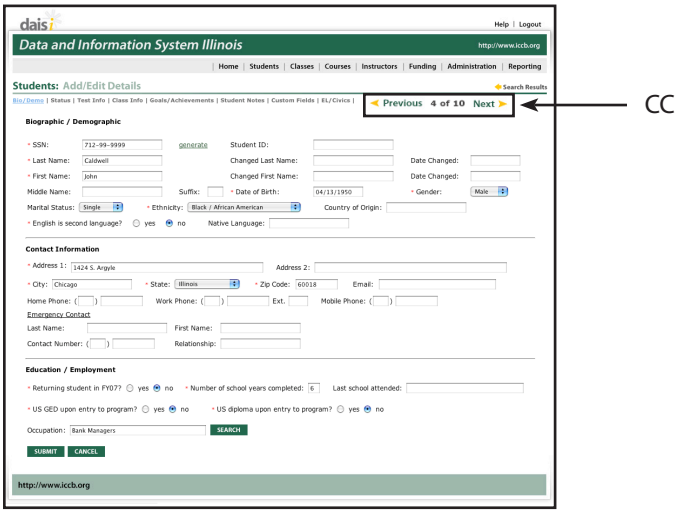
BB. Search Results Button

Record Indicator

The record indicator navigation is a counter displayed on the student screens in a format such as: << 4 of 10 >>. The record indicator provides an ability to move directly to the next student in the search results without leaving the current screen.

In this example, the << 4 of 10 >> indicator on the screen indicates there are 10 students in the search results with information to be reviewed. Clicking on the arrows to the right (>>) will move to the next student in the list. Clicking on the arrows to the left (<<) will move to the previous student in the list. This allows review or entry for more than one student without having to return to the search list. This feature is available from any student screen with the record indicator display.

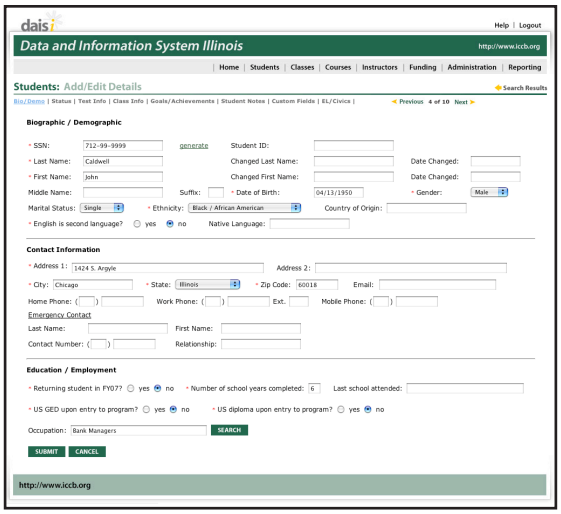
The results are in sets of 10 students, therefore, after reviewing the 10th student in the list, return to the Search Results and click to go to the next page. Select a student to edit and the record selector will be reset to the next 10 students in the search results list.



CC. Record Indicator

Bio/Demo

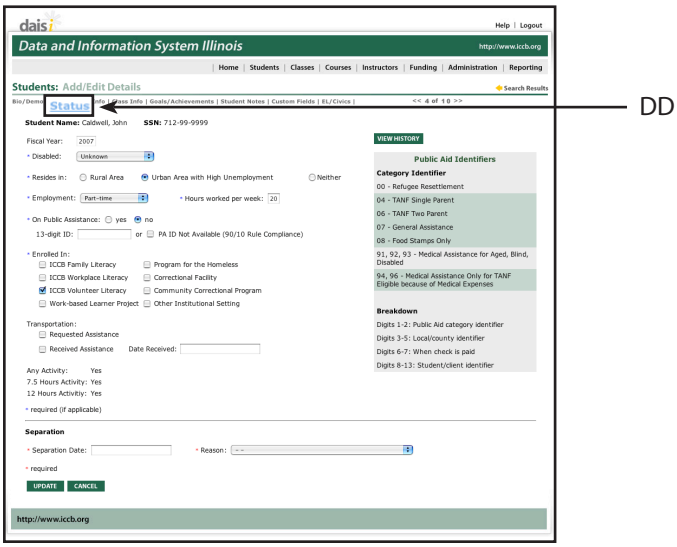
Student Bio/Demo information can be updated at any time by modifying the fields available and clicking ***SUBMIT***. Please refer to the Add Students section for field details. A message will appear in green at the top of the display if changes are updated successfully.



Status

The second screen of student data concerns the status of the student at the time of entry into the program each fiscal year. It is a snapshot of status at the time of entry each year and should not be modified should the student's status change during the year. Fill in all of the required information using the drop-down lists provided.

NOTE: Fields are required only when they apply. For example, if the student is unemployed, hours worked per week can be left empty.



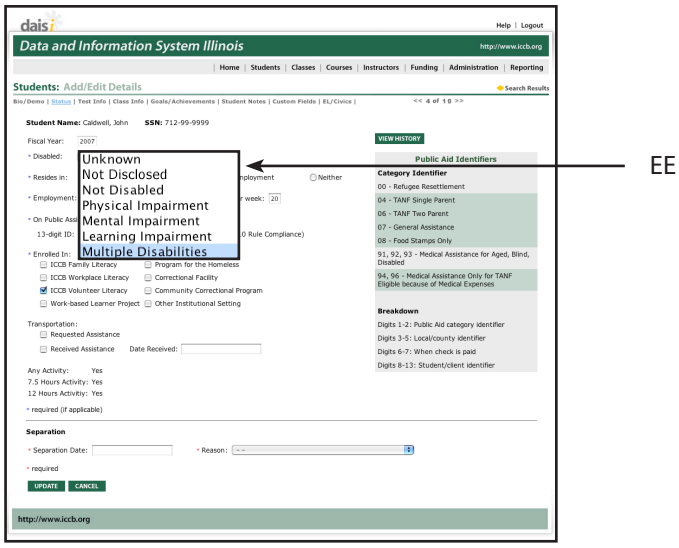
DD. Status Link

Fiscal Year

Displays the year currently set in the system.

Disabled

Default is set to Not Disclosed. Please select disability status from the drop-down list when available. Learner has a record of, or is regarded as having, any type of physical or mental impairment or disability that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. Referring agency can tell the program, learner can tell the program, or program can assess the disability.



EE. Disabled Drop-down Menu

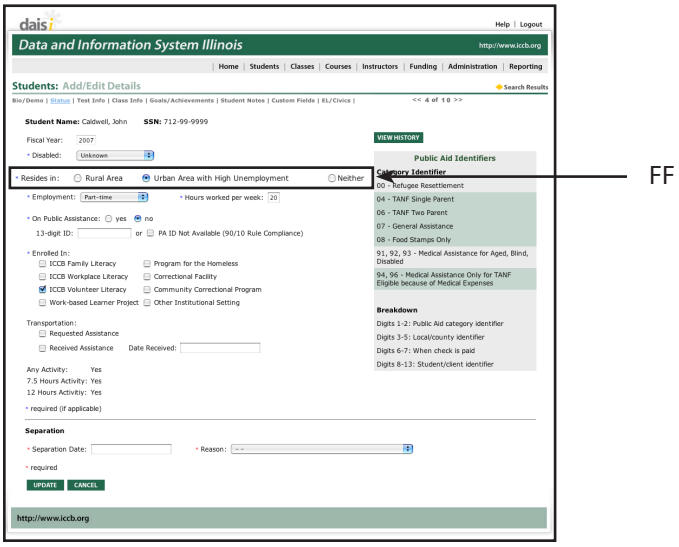
Resides In

Default is set to Neither. Please select the appropriate status based upon the student's area of residence.

Rural Area is defined as an area that has less than 2,500 inhabitants and is outside an urbanized area.

Urbanized Area with High Unemployment is defined as an urbanized area that has a population of 50,000 or more in a city and adjacent areas of high density.

Neither is used when neither of these definitions apply.



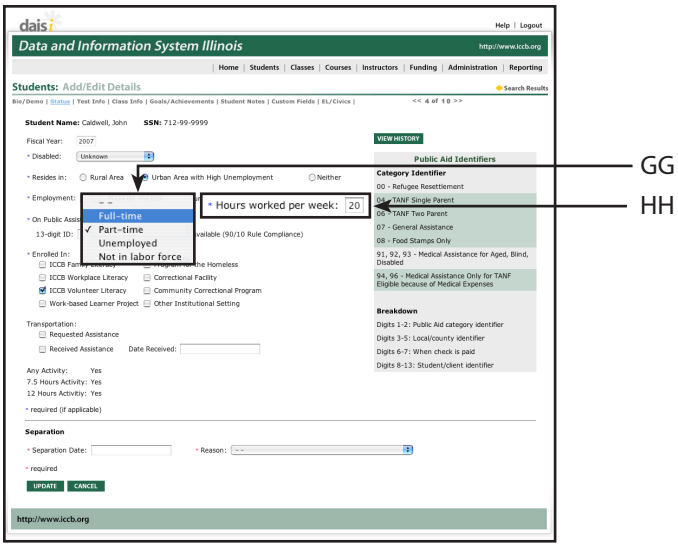
FF. Resides In Status

Employment

Full and Part-Time

Full-time people work 37.5 or more hours per week, while part-time people work less than 37.5 hours per week. This includes learners who work as paid employees, work in their own business or farm, or who work 15 or more hours per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent. Hours worked per week must be entered for all employed students.

Select either Full-time or Part-time from the Employment drop-down and enter the number of hours worked per week.



GG. Employment Drop-down Menu
HH. Hours Worked Per Week Field

Unemployed

Learners who are not working but are actively seeking employment. The individual has made specific efforts to find a job and is available for work.

Not in Labor Force

Learners who are not employed and are not actively seeking employment.

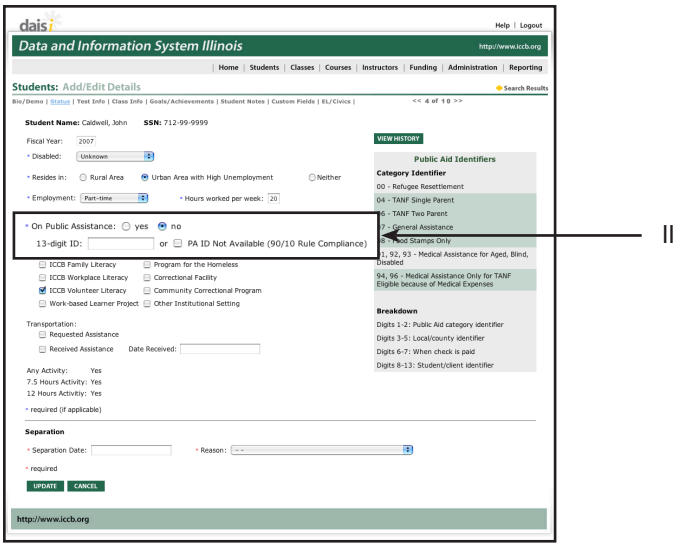
Public Assistance

Select whether or not the student is considered Public Assistance using the yes/no radio button option.

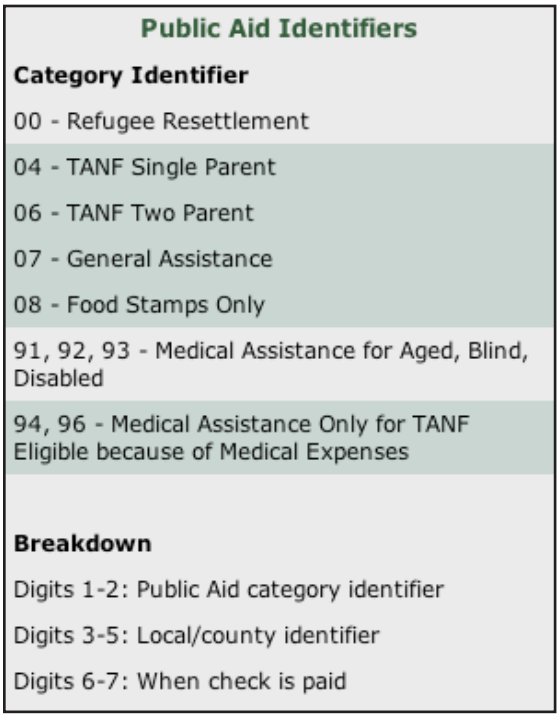
If the student receives public assistance, a 13-digit ID number is required. The "approved" ID's are highlighted in the grid to the right of the input area.

Enter the ID number, even if it is not categorized as "approved". The ID number will be validated and the student will automatically be classified as "approved" or "other". Both classifications are eligible for public aid funding when enrolling in a class, but the units of instruction for students with "other" non-approved ID's will be placed in the 10% category on the Public Aid Master List. Only students with "accepted" ID's will have their units of instruction included in the 90% category. 90% of the units of instruction generated and claimed for public assistance funding must be used to serve students in the eligible categories.

To assign students to public aid funding in the 10% category when they do not receive public assistance, select "Yes" and "PA ID Not Available"


Data and Information System Illinois
Students: Add/Edit Details
Public Aid Identifiers
Category Identifier
00 - Refugee Resettlement
04 - TANF Single Parent
06 - TANF Two Parent
07 - General Assistance
08 - Food Stamps Only
91, 92, 93 - Medical Assistance for Aged, Blind, Disabled
94, 96 - Medical Assistance Only for TANF Eligible because of Medical Expenses
Breakdown
Digits 1-2: Public Aid category identifier
Digits 3-5: Local/county identifier
Digits 6-7: When check is paid
Digits 8-13: Student/client identifier
II

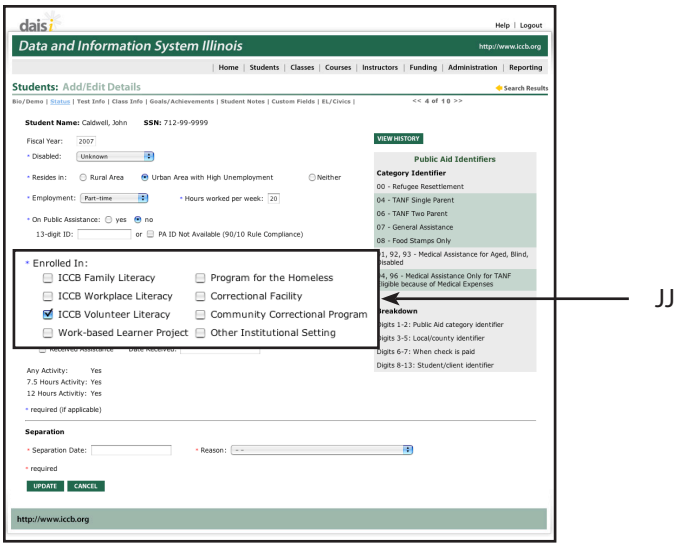
II. Public Assistance


Public Aid Identifiers
Category Identifier
00 - Refugee Resettlement
04 - TANF Single Parent
06 - TANF Two Parent
07 - General Assistance
08 - Food Stamps Only
91, 92, 93 - Medical Assistance for Aged, Blind, Disabled
94, 96 - Medical Assistance Only for TANF Eligible because of Medical Expenses
Breakdown
Digits 1-2: Public Aid category identifier
Digits 3-5: Local/county identifier
Digits 6-7: When check is paid

Enrolled In

Place checkmarks in any/all applicable boxes.

NOTE: Please refer to the Students Status Information: Enrolled In Definitions section of the Appendix for a definition of each Enrolled In option.

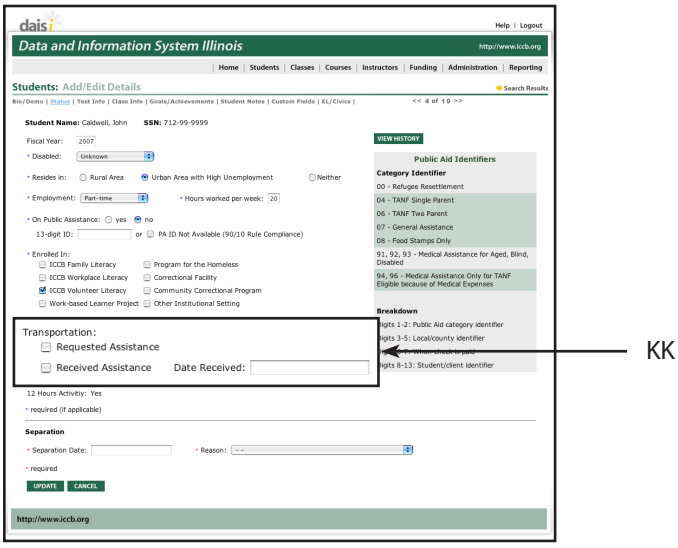


JJ. Enrolled In Section

Transportation

These are optional fields that can be used to track the need for and use of transportation assistance.

Place checkmarks in any/all applicable boxes.

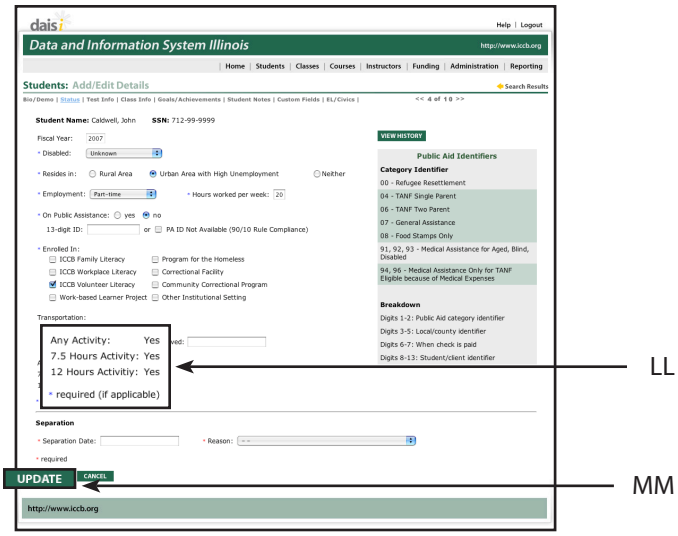


KK. Transportation Section

Activity

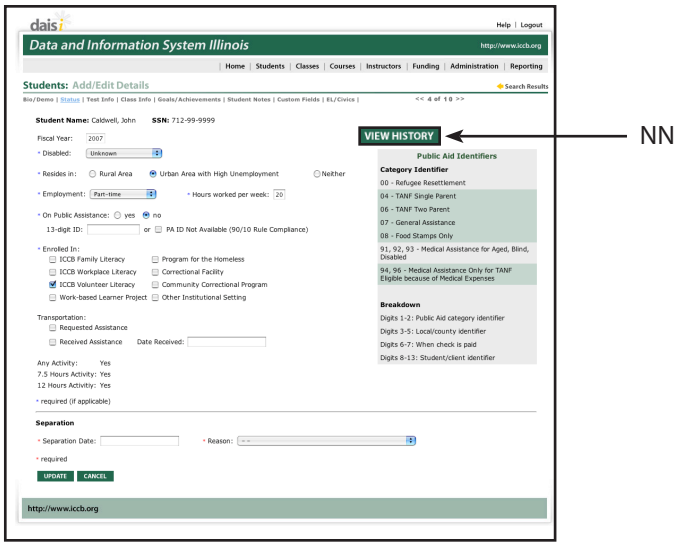
The system automatically identifies the activity status for each student. No data entry is required.

When each of the required areas is completed, click on ***UPDATE*** to save the changes.

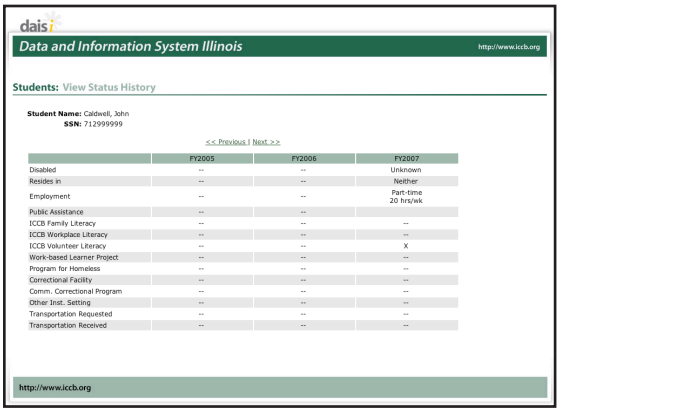


LL. Activity Section
MM. Update Button

NOTE: The ***View History*** button is located just above the Public Aid Identifiers. Clicking on the button will open a pop-up window that will display a history comparison of status information for the student across fiscal years. Close the window to return to the data entry area of the system.



NN. View History Button



Separation

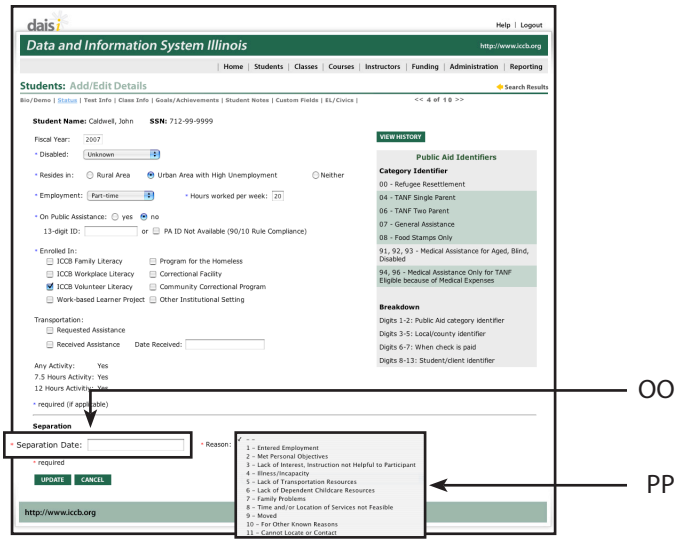
A separation should be entered when a student leaves the program for any reason. This differs from a class exit, as a student may exit one or more classes but remain enrolled in the program. Only a separation signifies that the student has left the program.

Separations are very important to enter when students become inactive, because (per NRS guidelines) follow-up outcomes are only measured for students who are separated from the program. If a separation is entered and the student then returns, the separation does not need to be manually deleted. Entering any activity for the student (i.e. testing, attendance) will automatically re-instate the student's Active status.

Students should be coded as separating when:

1. Instruction ends and the student indicates he or she will not be returning,
2. The learner terminates, or
3. A student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.

A sample Separation Form can be found in Section 17 of the AE & FL Provider Manual to assist providers with the separation process.



OO. Separation Date Field
PP. Reason Drop-down Menu

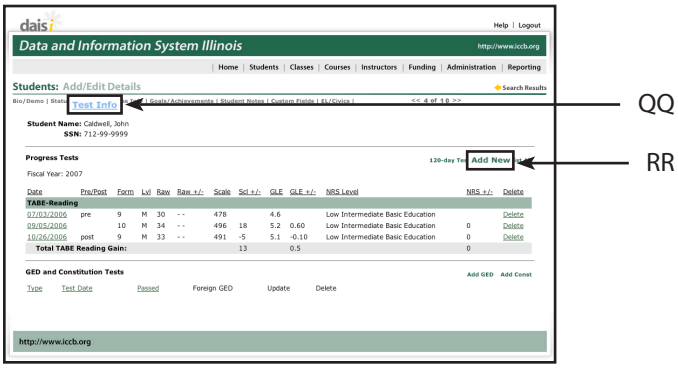
NOTE: The "Met Personal Objective" separation reason should only be selected when the student has met one of the following:

- Post-tested into a higher NRS level and left the program
- Passed the GED Test or obtained a high school diploma and left the program
- Entered postsecondary education and left the program
- Obtained Vocational Completion and left the program
- Obtained U.S. Citizenship and left the program

Appropriate documentation supporting the selection of the "Met Personal Objective" separation reason must be maintained in student folders (i.e. post-tests, GED scores).

Test Info

The third screen of student data contains test information. All pre, post, and progress tests should be entered here. The system will automatically identify the pre/post status. With the exception of Foreign Language GED and Vocational instruction, students must be pre and post-tested. The system will generate errors and exclude students from reporting who do not meet policy requirements for inclusion. Please see Section 4.0 of the AE & FL Provider Manual for a complete description of intake and assessment requirements.

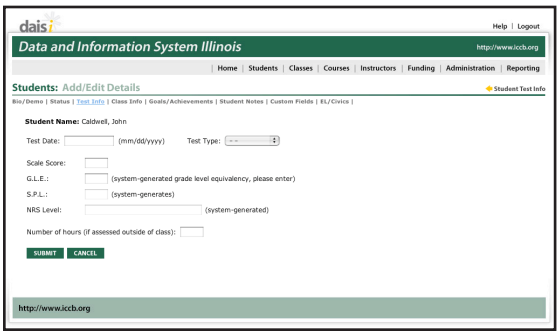


QQ. Test Info Link
RR. Add New Link

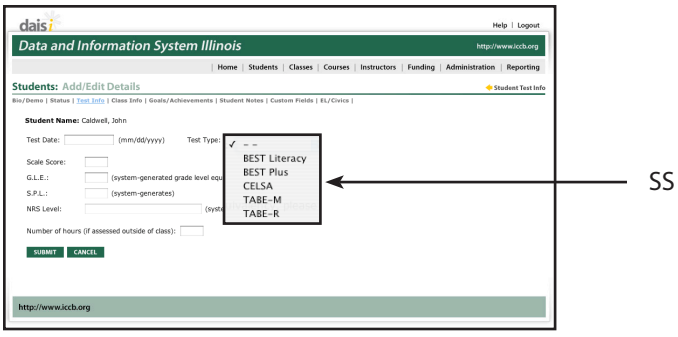
Add Progress Test

Test results are added for students by selecting the **Add New** link.

Each of the tests will prompt you to enter the information appropriate for that test. All required tests include auto-calculating features that will generate results and levels automatically as you enter test data.



First, you must enter the Test Date. The date format is mm/dd/yyyy and the separators will be inserted for you. Next, select the Test Type from the drop-down list provided. Once the Test Type has been selected, the input options will change accordingly for the selected test type. Then enter the information relevant to the selected Test Type. Each test type is discussed in detail in the next few pages of this document.



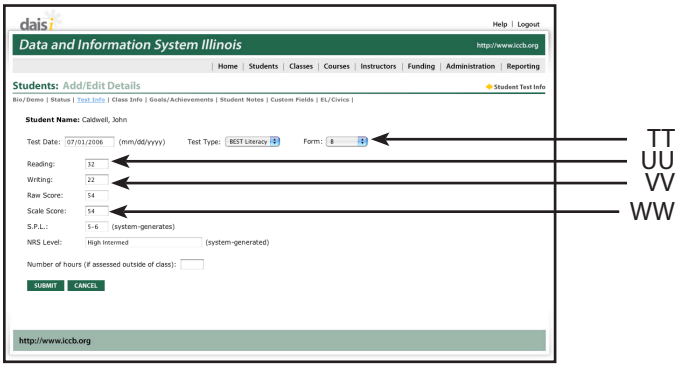
SS. Test Type Drop-down Menu

BEST Literacy

Enter the appropriate test date and select BEST Literacy as the test type.

Select the form from the drop-down list. Enter the raw score for the Reading and Writing sections. The system will automatically calculate the remaining fields. This is the recommended method, for purposes of accuracy.

However, you also have the option to enter the scale score directly, if you have manually converted the Reading and Writing scores from raw to scale and combined them together. The only acceptable scale score for a Screener is 0. The scale score range for Forms B, C, and D is 0-78.



TT. Form Drop-down Menu
UU. Reading Raw Score
VV. Writing Raw Score
WW. Scale Score

If additional hours outside of class were used for the assessment, enter them in the space provided. The additional testing hours will be counted as Contact Hours and will be displayed in the Contact Hours area on the Class Info screen for the student.

Click on ***SUBMIT*** to save the changes.

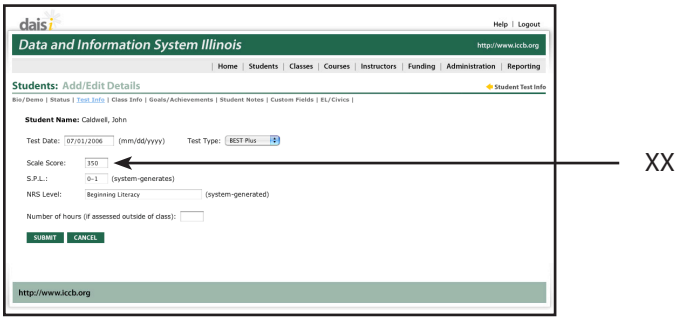
BEST Plus

Enter the appropriate test date and select BEST Plus as the test type.

Enter the Scale Score and the system will automatically calculate the S.P.L. field and NRS Level. The allowable scale score is 88-999.

Enter the number of hours assessed outside of class, if applicable.

Click on ***SUBMIT*** to the save changes.



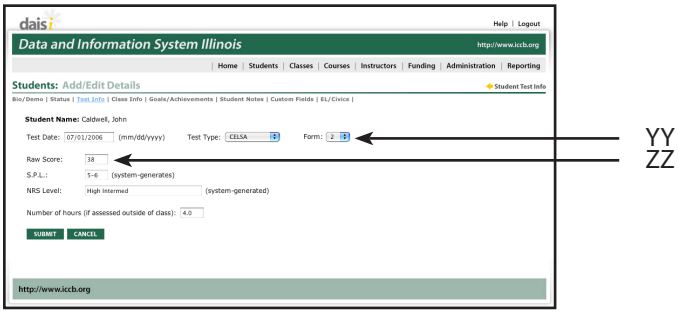
XX. Scale Score

CELSA

Enter the test date and select CELSA as the test type.

Select the correct form and enter the raw score. The allowable raw score for both forms is 20 – 75. The S.P.L. field and NRS Level will be automatically calculated by the system. Enter the number of hours assessed outside of class as appropriate.

Click on ***SUBMIT*** to save the changes.

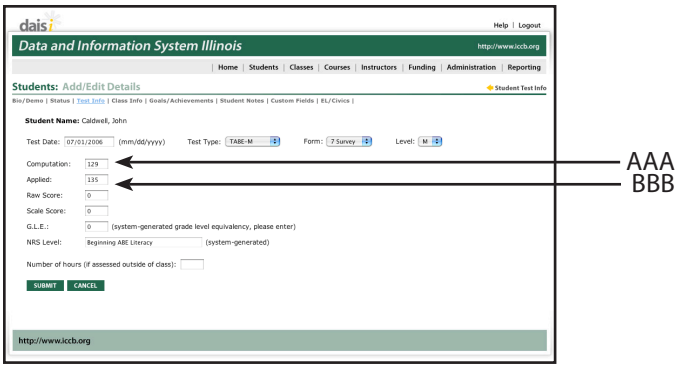


YY. Form Drop-down Menu
ZZ. Raw Score

TABE-Math

Enter the test date and select TABE-Math as the test type.

Select the form and level from the drop-down lists. Enter the raw score for the Computation and Applied Math sections. The system will automatically calculate the remaining fields. This is the recommended method, for purposes of accuracy.



AAA. Computation Score
BBB. Applied Math Score

Allowable score ranges are located in the grid to the right:

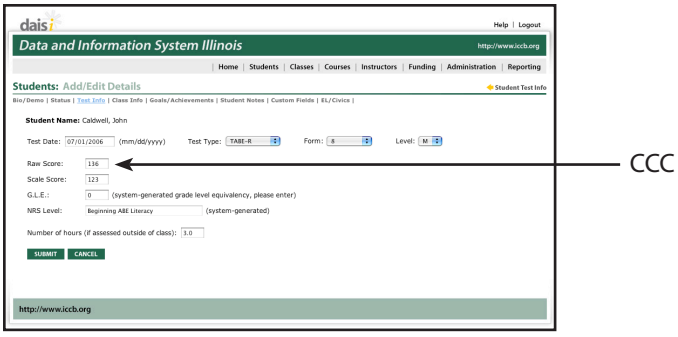
Click on ***SUBMIT*** to save the changes.

Forms 7 & 8	
Levels	Range
L	No Level L
E	217-599
M	242-669
D	286-734
A	332-775
Forms 9 & 10	
Levels	Range
L	180-515
E	217-599
M	242-669
D	286-734
A	332-775

TABE-Reading

Enter the test date and select TABE-R as the test type.

Select the form and level from the drop-down lists. Enter the raw score for the Reading section, and the system will automatically calculate the remaining fields. This is the recommended method, for purposes of accuracy. However, you also have the option to enter the scale score directly, if you have manually converted the Reading score from raw to scale.



CCC. Reading Raw Score

Allowable score ranges are located in the grid to the right:

Click on ***SUBMIT*** to save the changes.

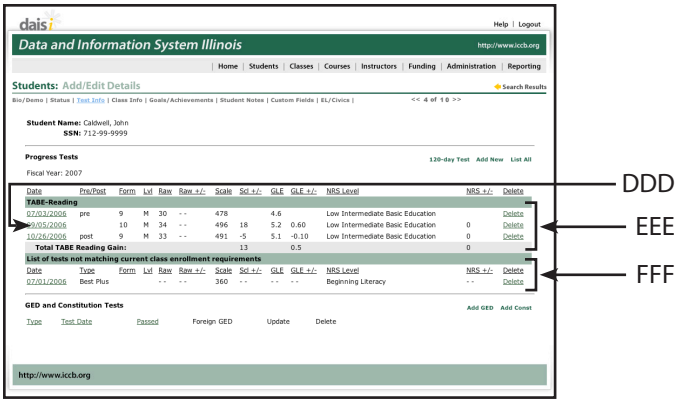
Forms 7 & 8	
Levels	Range
L	160-468
E	175-630
M	255-702
D	285-778
A	300-812
Forms 9 & 10	
Levels	Range
L	160-515
E	175-630
M	255-702
D	285-778
A	300-812

Progress Test Display

Order of Tests

Once test results are entered they are listed on the main test screen. Click the link on the test date to display the test details.

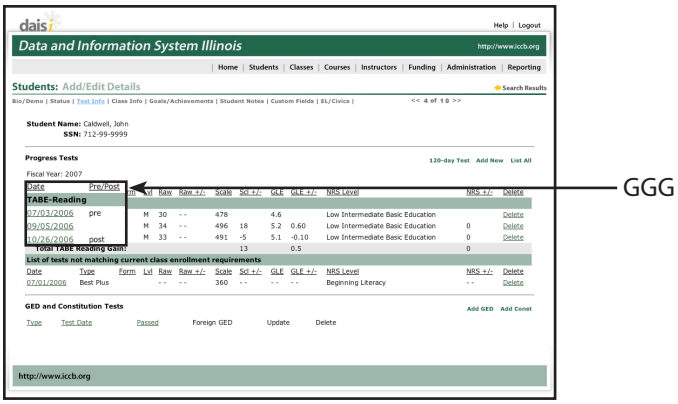
Notice the tests that are required for the classes the student is enrolled in are listed first on the screen. Other tests that have been taken by the student are listed below as tests that do not match registered classes.



DDD. Test Details Link
EEE. Required Tests
FFF. Additional Tests

Pre/Post Test Status

Also, note that the pre/post test designation is determined by the system for any test(s) the student is required to take. It is calculated based on the test date that is entered and the enrollment date of the student. The pre-test will automatically be the first test of the year aligning with the appropriate instructional category for student enrollment. If the student is dually-enrolled, more than one pretest will be selected and displayed by the system.

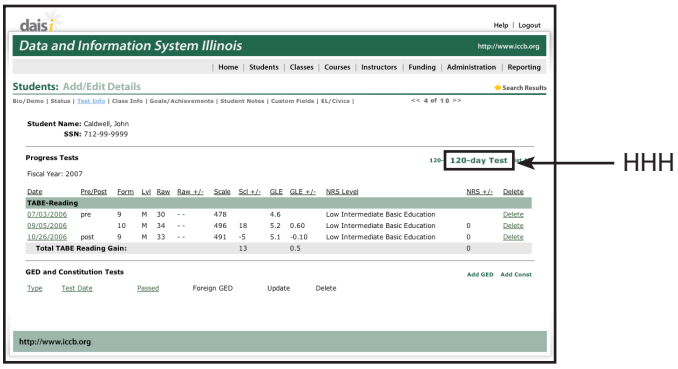


GGG. Pre/Post-Test Designation

The exception is the ability to carry over a test from the previous year if within 120 days of a student's enroll date. To carry over a previous test, please see the ***120-day Test*** section below. The 120-day Test section allows the user to manually override the first test of the year and use any valid 120-day test as the pretest. The post-test is the last test taken in the fiscal year.

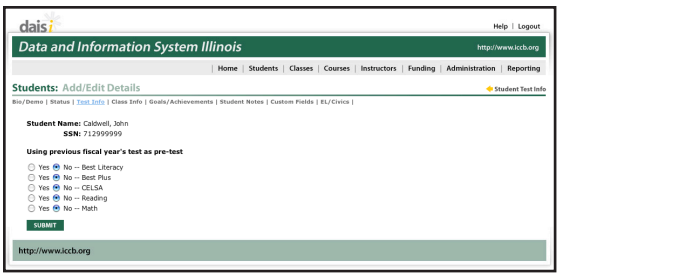
120-day Test

The **120-day test** link allows you to use last fiscal year's test as the pre-test if it falls within 120 days of the student's class enrollment date. This exception can be set by test and by student. Click the 120-day Test link to modify test settings.

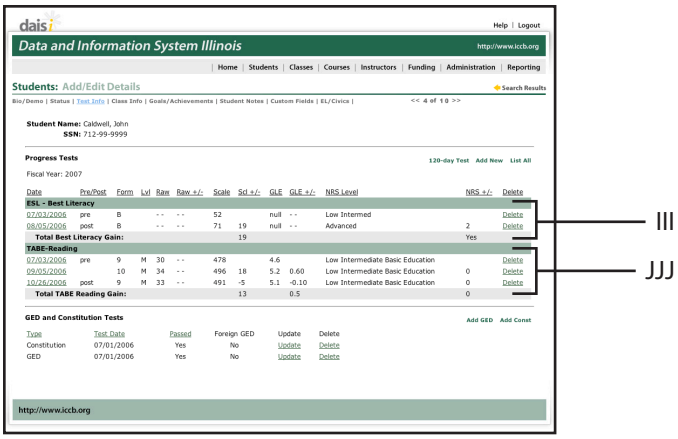


HHH. 120-day Test Link

Clicking ***Yes*** will set the system to use a 120-day eligible test as a pre-test. Clicking ***No*** will set the system to use the first test of the current fiscal year as the pre-test. On the example to the right, John Caldwell is not using any 120-day eligible tests within the system as the pre-test. Check the appropriate radio buttons and click ***SUBMIT*** to save the changes.

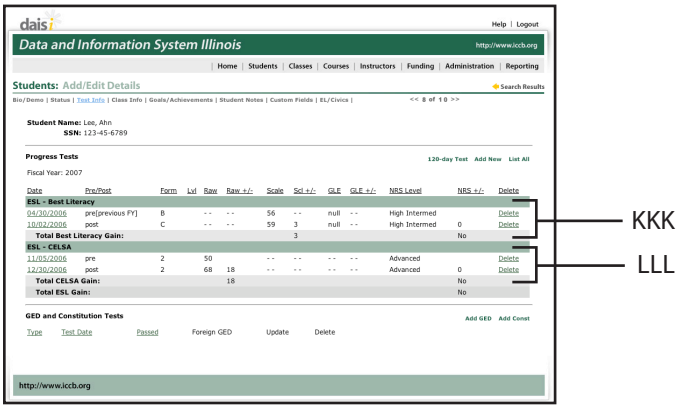

Data and Information System Illinois
Students: Add/Edit Details
Student Name: Caldwell, John
SSN: 712999999
Using previous fiscal year's test as pre-test
Yes No -- Best Literacy
Yes No -- Best Plus
Yes No -- CELSA
Yes No -- Reading
Yes No -- Math
SUBMIT

NOTE: Students dually enrolled in more than one instructional type will have more than one pre and post-test series counted in connection with each type of instruction. For example, a student attending both an ESL and ABE class within one fiscal year will be required to have an ESL test and a TABE-Reading test. The system will automatically identify the pre/post-test status for each test based upon the type of instruction received. Please see section 4.0 of the AE & FL Provider Manual for further information on dual testing policies and requirements.



III. ESL Pre/Post Test Display
JJJ. ABE Pre/Post Test Display

NOTE: Students receiving ESL instruction may have more than one ESL test type counted as a pre and post-test series, provided that test dates do not overlap. For example, a student may receive a BEST-Literacy pre and post-test and then receive a new pre-test on the CELSA. The system will automatically identify the pre/post-test status for each of the ESL tests. Please see section 4.0 of the AE & FL Provider Manual for further information on multiple ESL tests.



KKK. ESL Series 1 Tests
LLL. ESL Series 2 Tests

Raw

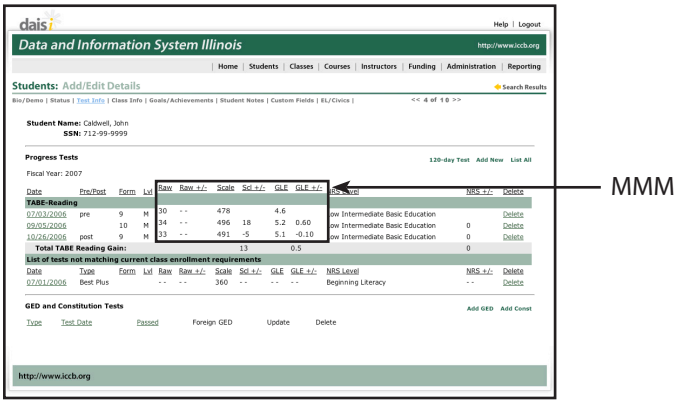
Raw Score: the raw score as entered. The +/- reflects the change between the pre and post test.

Scale

Scale Score: the scale score as entered. The +/- reflects the change between the pre and post test.

GLE

Grade Level Equivalent: the calculated grade level equivalent. The +/- reflects the change between the pre and post test.



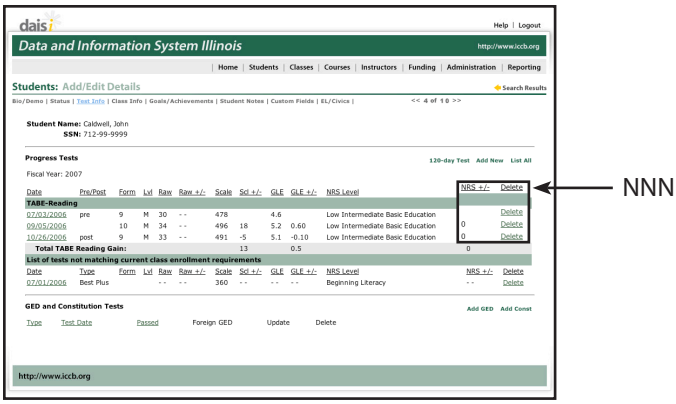
MMM. Raw Score, Scale Score, and GLE Columns

NRS Level

National Reporting Standards: If based on post-test results, the student has gained at least one NRS level, a YES will appear. If not, then the field will display No, signifying no levels have been completed.

Delete

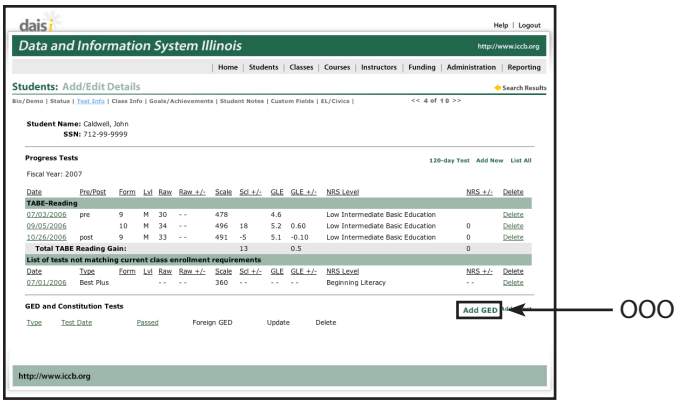
Allows you to delete a test score from the system.



NNN. NRS Levels and Delete Columns

GED and Constitution Tests

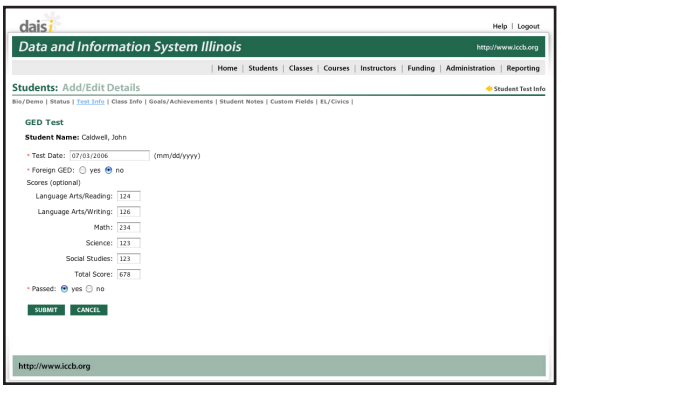
GED and Constitution Tests can be added to a student's profile. To enter a GED test, click on the Add GED link on the lower part of the screen.



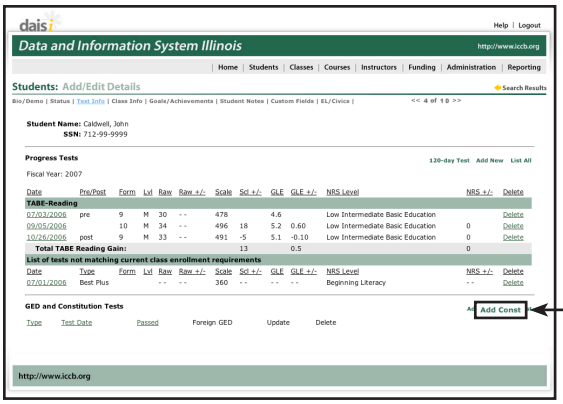
OOO. Add GED Link

Enter the GED test date, the Foreign Language GED status, and the Passed status. If optional scores are entered, the system will calculate a GED pass and will mark the Passed status for the test. Click on ***SUBMIT*** to save the information.

NOTE: GED Pass data is collected by the ICCB via statewide data-matching. However, self-reported GED's can be entered into the system, when available.



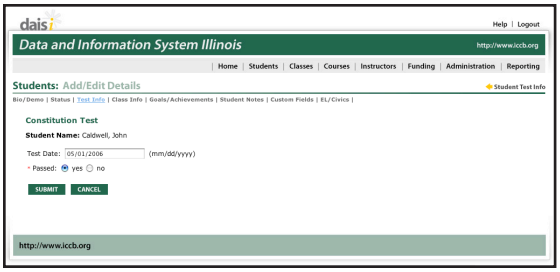
To enter the Constitution test information, click on the Add Const link on the lower part of the screen.



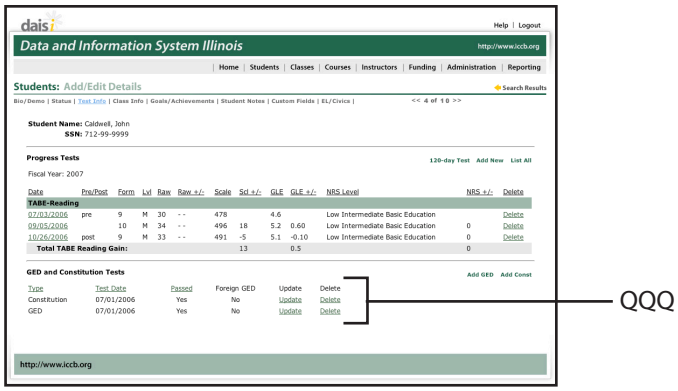
PPP. Add Const Link

Enter the test date and the Passed status. Click on ***SUBMIT*** to save the information.

NOTE: A student cannot pass the GED test without also passing the Constitution test.



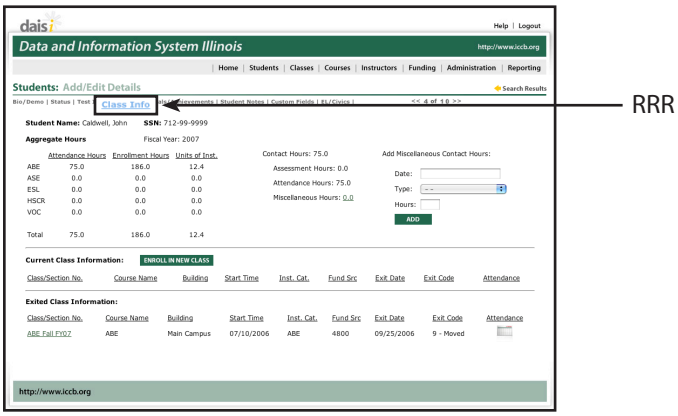
The results will be displayed on the Test Info screen.



QQQ. GED and Constitution Test Results

Class Info

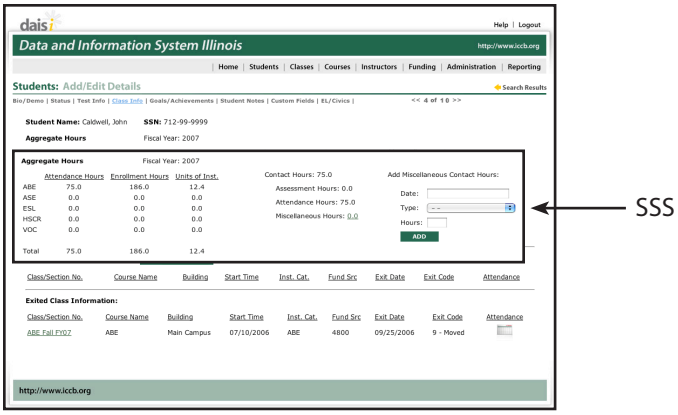
The third screen of student data displays student class information. As students attend classes and generate units of instruction, this section of their file will present a summary of their participation. It presents a snapshot of classes attended during the current fiscal year, as well as exited classes.



RRR. Class Info Link

The top half of the display shows the aggregate hours for the selected student. On the left, hours are broken out into instructional categories and totaled at the bottom. These figures include hours for all classes in which the student is enrolled for the selected fiscal year. On the right, a display of contact hours for the selected fiscal year is displayed.

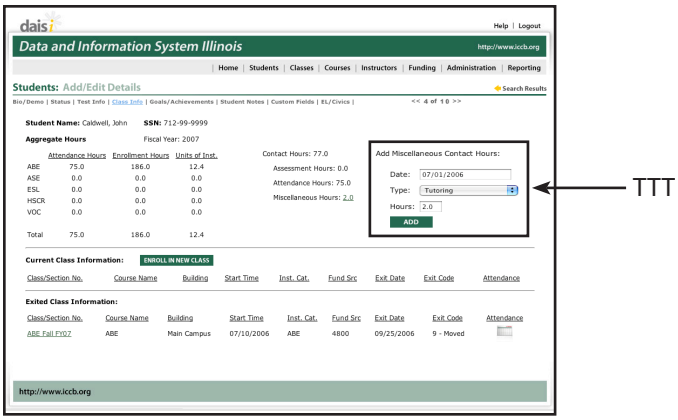
The Contact Hours total includes Assessment hours, Attendance hours, and Miscellaneous hours. Assessment hours are aggregated from the 'Number of hours (if assessed outside of class)' field in connection with each progress test entered for the student.



SSS. Aggregate Hours

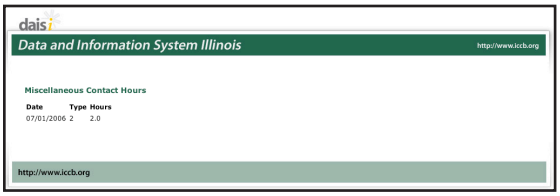
NOTE: Please see the Appendix for definitions of attendance hours, units of instruction, and contact hours presented on the class info screen.

Miscellaneous contact hours can also be added from the contact hours area of the screen. Enter the date, select a type from the drop-down list, and enter the number of hours. Click the ***ADD*** button save.



TTT. Add Miscellaneous Contact Hours

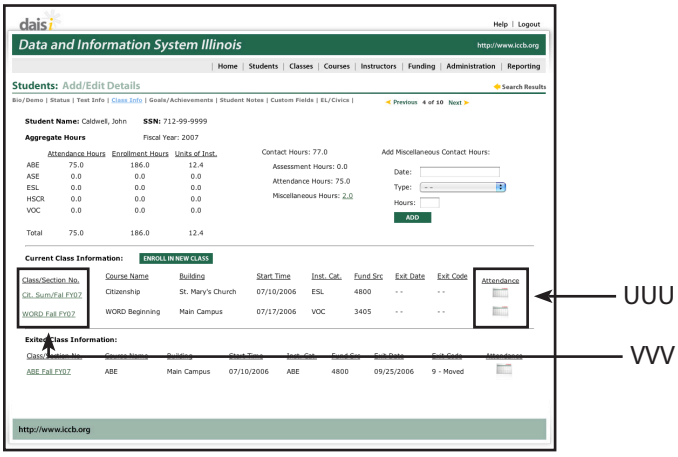
The new totals will reflect the changes. Click on the link for Miscellaneous Hours to display a detailed list of all Miscellaneous Contact Hours entered to-date for the student.



The bottom half of the Class Info screen displays classes the student is enrolled in for the current fiscal year as well as the exited classes.

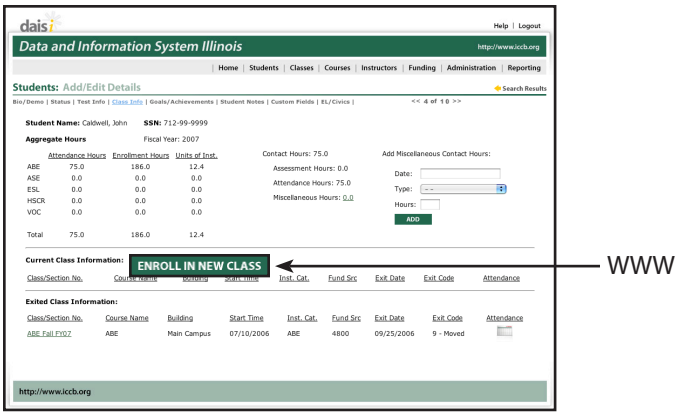
Clicking on the class/section no from this screen allows the user to update the student fund source, midterm & final grades, as well as class exit information.

Attendance information for the student can be entered for each class by clicking the Attendance icon on the far right. Only attendance for this student in the selected class can be entered from this area. To enter attendance for all students in a selected class, please refer to the Classes section of the user manual.



UUU. Enter Student Attendance
VVV. Update Student Enrollment

Students can be enrolled in a new class directly from this screen, very similar to enrolling students from a selected class. To enroll the selected student in a new class, click the ***ENROLL IN NEW CLASS*** button.

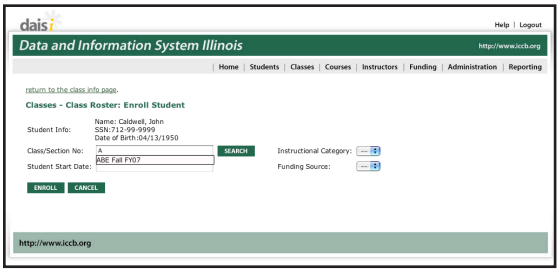


WWW. Enroll in New Class Button

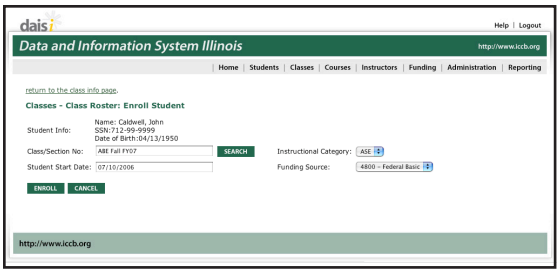
Enroll a student by typing the first few letters of the Class/Section No and then highlighting and selecting the appropriate class from the drop-down list displayed.

If the Class/Section No is unknown, click the ***SEARCH*** button and use the pop-up window to search for a class using the search parameters available. Find an appropriate class in the list and select the radio button next to the name to select it. Then click ***SUBMIT*** to select it and return to the enrollment screen.

If the class involves only one instructional category, the category will be automatically filled in. If the class serves more than one instructional category, such as ABE/ASE, the system will automatically insert the instructional category if the student has a valid pre-test entered at the time of class enrollment. Otherwise, you will need to manually select ABE or ASE from the drop-down menu. In addition, the funding source will be the default funding source that was set up for the class. If other options are available, they will be listed in the drop-down list for selection.



The Student Start Date will default to the start date of the class. The student start date can be changed manually or the system will automatically update it to the enrollment date when attendance is entered for the student.

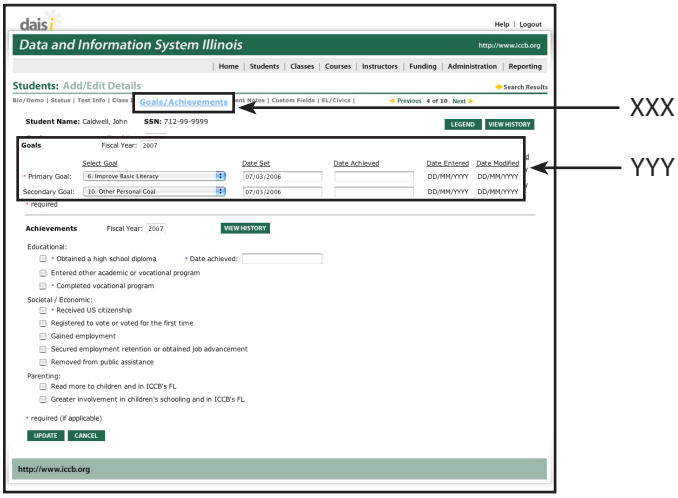


Click on ***ENROLL*** to save the information that has been entered to complete enrollment for the student.

Goals/Achievements

The fourth screen of student data displays student goals and achievements.

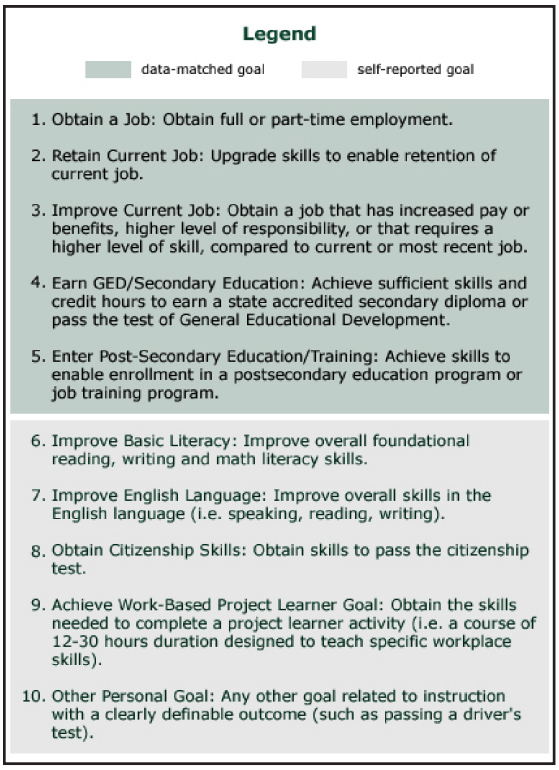
Students are required to have at least one primary goal each fiscal year. Select a primary goal for the student and enter the date the goal was set. When the goal is achieved, please return and enter it in the Date Achieved field. The Date Entered and Date Modified fields will be updated by the system automatically.



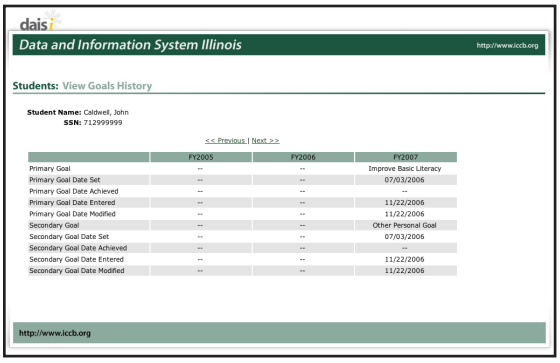
XXX. Goals/Achievements Link
YYY. Goals Section

Clicking on the ***LEGEND*** button will open a pop-up window with goal definitions displayed. The first five definitions relate to goals that are data-matched, where the ICCB conducts statewide data-matching on all students selecting the goal in order to track outcomes. The remaining goals are self-reported by your program. However, whenever you have goal achievement data (even for data-matched goals), please enter it into the system.

Please see Sections 4 and 7 of the AE & FL Provider Manual for additional information on the NRS and Goal-Setting. The service center network in IL provides mandatory NRS training throughout the state on an on-going basis, as well.


Legend
data-matched goal
self-reported goal
1. Obtain a Job: Obtain full or part-time employment.
2. Retain Current Job: Upgrade skills to enable retention of current job.
3. Improve Current Job: Obtain a job that has increased pay or benefits, higher level of responsibility, or that requires a higher level of skill, compared to current or most recent job.
4. Earn GED/Secondary Education: Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the test of General Educational Development.
5. Enter Post-Secondary Education/Training: Achieve skills to enable enrollment in a postsecondary education program or job training program.
6. Improve Basic Literacy: Improve overall foundational reading, writing and math literacy skills.
7. Improve English Language: Improve overall skills in the English language (i.e. speaking, reading, writing).
8. Obtain Citizenship Skills: Obtain skills to pass the citizenship test.
9. Achieve Work-Based Project Learner Goal: Obtain the skills needed to complete a project learner activity (i.e. a course of 12-30 hours duration designed to teach specific workplace skills).
10. Other Personal Goal: Any other goal related to instruction with a clearly definable outcome (such as passing a driver's test).

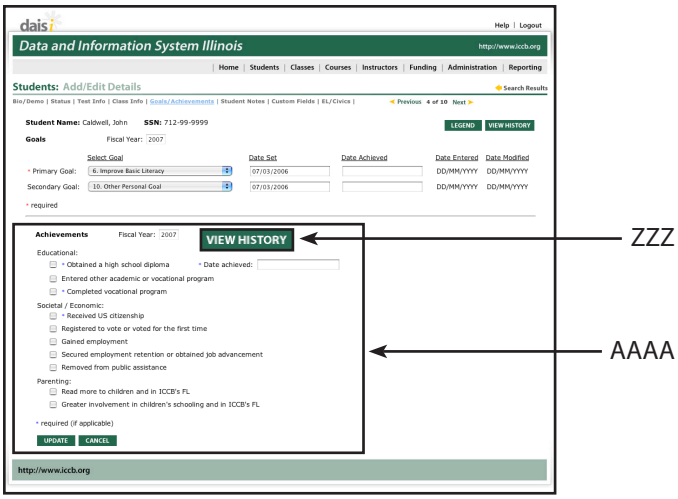
Click on the ***VIEW HISTORY*** button to display the history of goals for a student over multiple fiscal years in a pop-up window. Close the window to return to the Goals/Achievements page.


Data and Information System Illinois
http://www.iccb.org
Students: View Goals History
Student Name: Caldwell, John
SSN: 712999999
<< Previous | Next >>
FY2005 FY2006 FY2007
Primary Goal -- -- Improve Basic Literacy
Primary Goal Date Set -- -- 07/03/2006
Primary Goal Date Achieved -- -- --
Primary Goal Date Entered -- -- 11/22/2006
Primary Goal Date Modified -- -- 11/22/2006
Secondary Goal -- -- Other Personal Goal
Secondary Goal Date Set -- -- 07/03/2006
Secondary Goal Date Achieved -- -- --
Secondary Goal Date Entered -- -- 11/22/2006
Secondary Goal Date Modified -- -- 11/22/2006
http://www.iccb.org

Additional achievements are recorded in the lower half of the goals/ achievements screen.

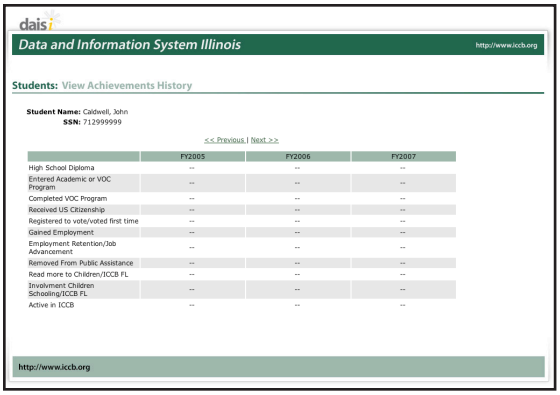
Items with a blue asterisk (obtained a high school diploma, completed vocational program, received US citizenship) are required to be checked if applicable to the student. These achievements are self-reported and are not identified via statewide data-matching.

Click on ***UPDATE*** to save the changes.



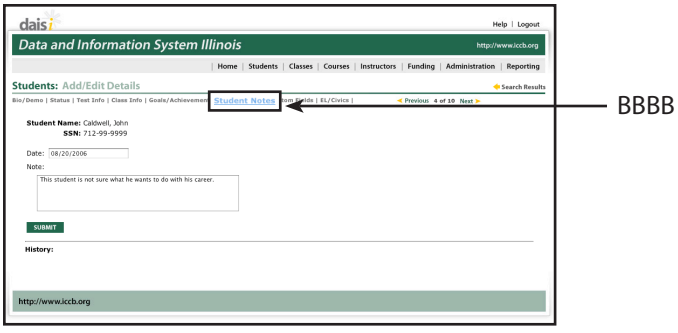
ZZZ. View History Button
AAAA. Achievements Section

Click ***VIEW HISTORY*** to display the student's achievements over multiple fiscal years in a pop-up window. Close the window to return to the Goals/ Achievements page.



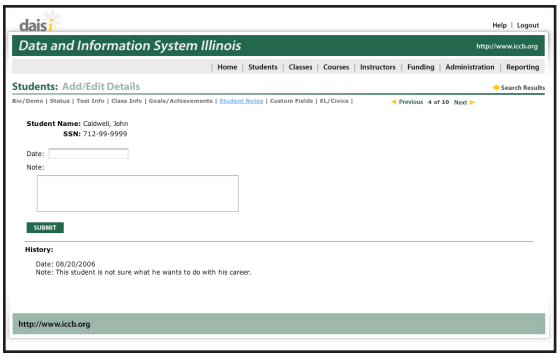
Student Notes

The fifth screen of student data is provided to allow space for notes to be entered concerning the student. Enter any comments and click on the ***SUBMIT*** button to save the changes.



BBBB. Student Notes Link

The historical notes will be displayed in the lower section of the screen.



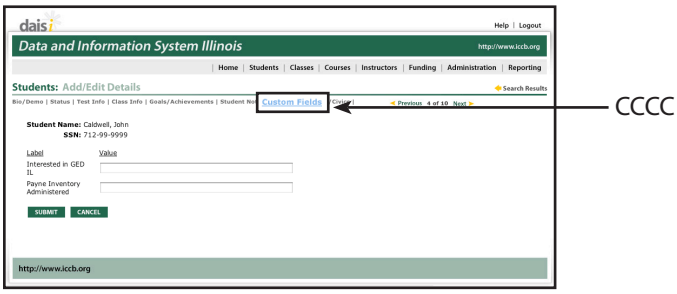
Custom Fields

The sixth screen of student data is provided for recording custom data.

Setting up custom fields allows you to create areas in which to collect data otherwise not collected within the system.

Instructions for setting up custom fields are included in the Administration section of this manual. The data for the student custom fields you have established can be entered here. Enter the information in the space provided and click on ***SUBMIT*** to save the changes.

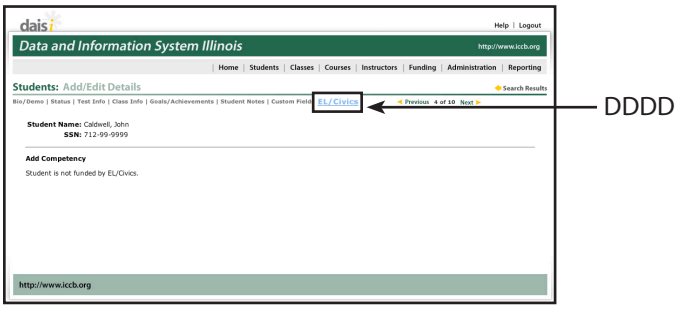
NOTE: The custom fields are defined in the ***Administration*** tab under the ***Utilities*** menu option.



CCCC. Custom Fields Link

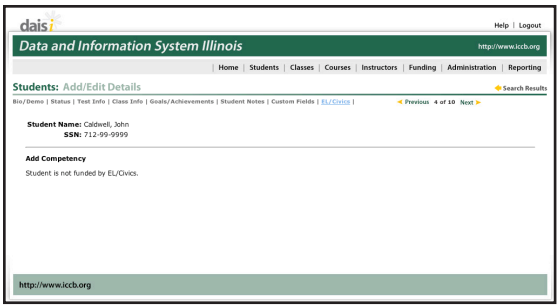
EL/Civics

The seventh and final screen of student data is provided to record EL/Civics competencies for students that receive funding in that area.

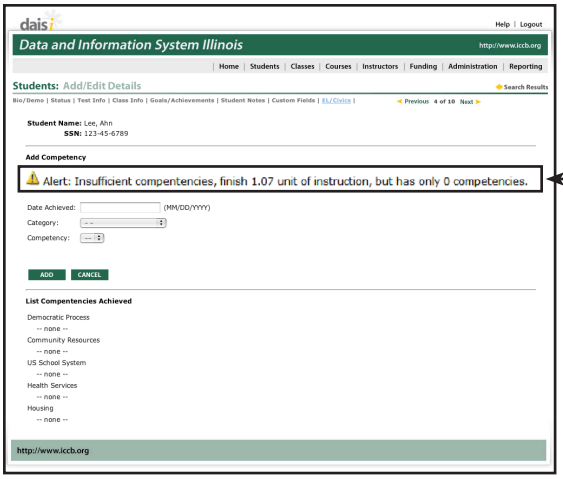


DDDD. EL/Civics Link

If a student is not funded with EL/ Civics the screen will state the selected student is not funded by EL/Civics.



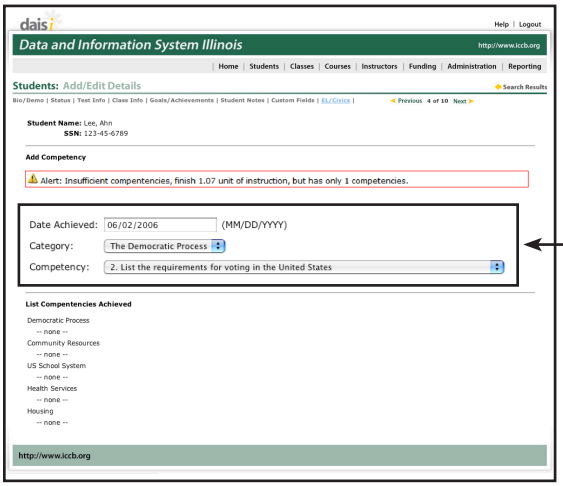
If a student is funded by EL/Civics, he/she should accomplish a specific number of competencies per unit of instruction. An alert is displayed for any student who is in non-compliance. Please see Section 5 AE & FL Provider Manual for further information regarding competency requirements.


Data and Information System Illinois
Students: Add/Edit Details
Student Name: Lee, Ahn
SSN: 123-45-6789
Add Competency
Alert: Insufficient compentencies, finish 1.07 unit of instruction, but has only 0 competencies.
EEEE

EEEE. Competencies Alert

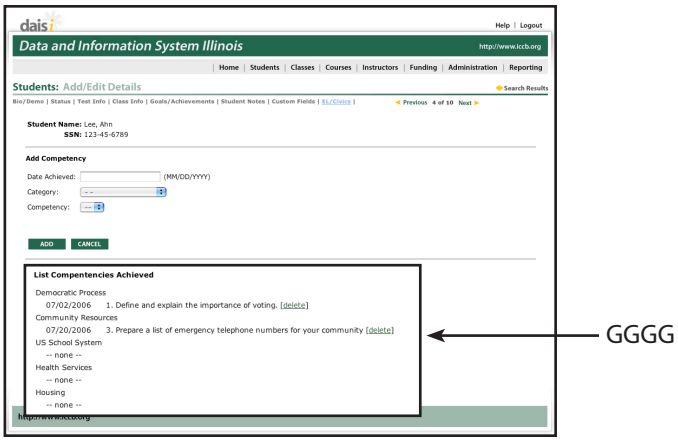
Competencies are recorded by entering the date they are completed, selecting the category from the drop-down list provided, and then selecting the competency.

Click ***ADD*** to save the changes.


Data and Information System Illinois
Students: Add/Edit Details
Student Name: Lee, Ahn
SSN: 123-45-6789
Add Competency
Alert: Insufficient compentencies, finish 1.07 unit of instruction, but has only 1 competencies.
Date Achieved: 06/02/2006 (MM/DD/YYYY)
Category: The Democratic Process
Competency: 2. List the requirements for voting in the United States
FFFF

FFFF. Add Competencies

Competencies achieved are listed at the bottom of the screen.

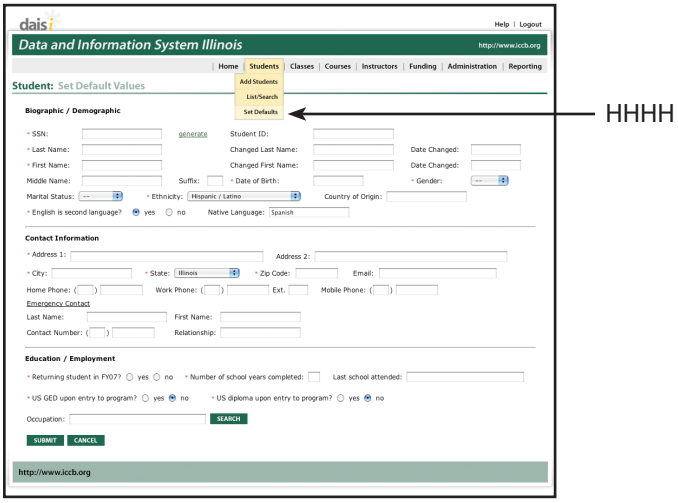


GGGG. Competencies Archived

SET DEFAULTS

Default values can be set for data entry of student information. The default values set will be displayed each time a new student is entered.

To set up student defaults, select the ***Set Defaults*** link from the ***Student*** navigation tab.



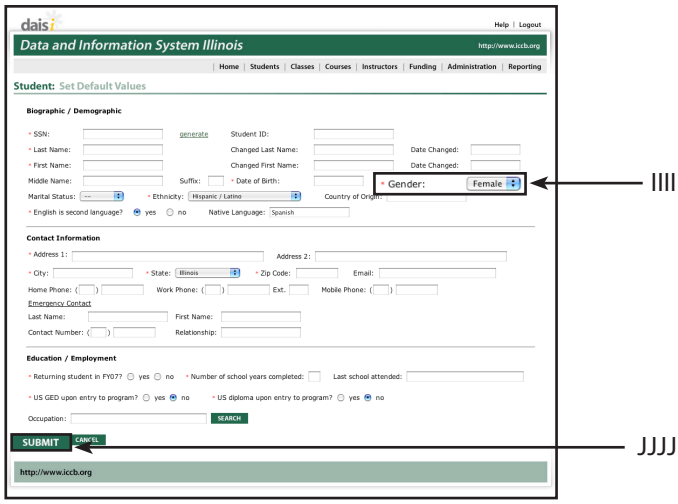
HHHH. Set Default Option in Drop-down Navigation

Each field of student information can have a default value.

The default values set will be displayed each time a new student is entered.

For example, setting the Gender field to "Female" will result in "Female" being selected in the Gender field for all new students. You are able to adjust the selection to "Male" when needed.

When all the defaults have been entered, click on ***SUBMIT*** to save the changes.



IIII. Gender Drop-down Menu
JJJJ. Submit Button